

Population:

- Low-Intermediate ESL students.

Lesson Objectives:

- SWBAT:
 - Describe the American education system (i.e. structure and curriculum).
 - Develop skills for determining vocabulary meaning from context.
 - Use and understand common vocabulary used in the American school system.
 - Use and develop listening comprehension skills in order to obtain required information from newscasts.

Materials:

- Powerpoint (Handout A)
- Names of Schools and their definitions slips (Handout B)
- Education System Graphic Organizer (Handout C)
- "Shifting Challenges in Education" Paragraph Activity (Handout D)
- "Shifting Challenges in Education" Vocabulary Worksheet (Handout E)
- "Shifting Challenges in Education" Comprehension Questions (Handout F)
- "Shifting Challenges in Education" Cloze (Handout G)
- http://www.clipsyndicate.com/video/playlist/2539/1058149?cpt=8&title=meevee_local&wpid=0
 - Comprehension Questions (Handout H)

Activities:

1. Introduction (15 minutes):
 - a. In order to get students to think about the subject that will be covered, the teacher will ask the students what the school systems in their own countries are like and what they already know about the American education system. Questions will include, but are not limited to:
 - i. How is your countries school system structured?
 - ii. Do you know what the progression of the American school system is?
 - iii. What types of requirements do you have in your school systems?
 - b. The instructor will then pass out to each student a slip of paper with either a type of school on it (i.e. charter, public, private, etc.) or a definition of one of the school types (See Handout B). Students will be instructed to find their match. Matches will be shared when everyone has found their partners. The instructor will also make sure to discuss the use of the words *college* and *university*. This activity will lead into the discussion of the American education system.
2. Education System (20 minutes):
 - a. The teacher will pass out the graphic organizer (see Handout C) and will demonstrate how students are supposed to fill out the organizer. Students are to start at the box at the top left and follow the arrow, filling in each box with a new stage of school. Students should also take notes within the boxes as information about each stage is covered.
 - b. When the teacher has gone through all of the information, students will be instructed to get into groups and share the information that they filled the boxes in with.

- c. Following this, the teacher will make sure that the students at least got the most relevant information.
- 3. Reading Activity (30-40 minutes)
 - a. Pre-Reading:
 - i. Teacher will give the students a handout with a vocabulary matching activity (see Handout E). Students will be instructed to use the context of the sentences in order to guess the meaning. They should do this in pairs or groups of three. Once students have filled out the sheet, the teacher will go through the answers with them making sure that they can justify their answers by looking at the context.
 - b. While-Reading:
 - i. When the vocabulary activity has been finished, students will be given a paragraph from the article "Shifting Challenges in Education" (Handout D).
 - 1. The teacher will make multiple copies of the articles on different colors of paper and will cut the article apart into individual paragraphs. The teacher will then cut again to ensure that students cannot simply fit the pieces together.
 - ii. Students with same color of paper will get into groups and will assemble the reading back together. The teacher will go around making sure that the article is put together in the proper order.
 - iii. Once the article has been reassembled, the students will be given and asked to fill out a sheet of comprehension questions (Handout F). Once students have all finished reading and answering the questions, the teacher will go over the answers with them. Students should be asked to use evidence from the text to support their answers.
 - c. Post-Reading:
 - i. Grammar discussion
 - 1. Teacher will ask students about the use of the simple past tense by asking asked how the simple past is formed. Teacher will then explain how the simple past is used. Teacher will also ask for examples of irregular simple past forms.
 - 2. Following this discussion, students will be told to put away their copy of the article. They will then be given a new copy of the full article with the verbs in the past tense taken out (see Handout G). They will be given a word bank with the missing vocabulary items and will be instructed to fill in the blanks with the correct tenses and forms as well as with missing vocabulary items which were covered in the pre-reading.
 - 3. Once the activity has been completed answers will be discussed.
- 4. Elementary School: Public School Vs. Home School (40-50 minutes)
 - a. Review
 - i. Teacher will begin by reviewing what a public school is and what home schooling is. Teacher will ask students to state the definitions themselves.
 - b. Home Schooling
 - i. Teacher will ask students to come up with ideas as to why some parents might want to home school their children instead of putting them in public school. Teacher should write ideas on the blackboard as students say them.

- Teacher will then pass out a worksheet (see Handout G) with comprehension questions related to a newscast about home schooling (http://www.clipsyndicate.com/video/playlist/2539/1058149?cpt=8&title=mevee_local&wpid=0). Students will be instructed to make guesses about the answers before watching the video. Once they have done so, the video will be played. Students will be instructed to fill out the sheet as they listen and to correct any of their guesses that may have been wrong. Following the end of the video, students will be instructed to share their answers with a partner.
- ii. The class will go over their answers together. While going over the answers, students will be instructed to give evidence for what they have put on their sheets.
- iii. Students will then be asked to come up with pros and cons for going to public school as well as cons for home schooling, since the video does not give any cons. The teacher will write these on the board.
- iv. Home School vs. Public School Debate
 1. Put students into three groups. One group will support the public school side and another will support the home schooling side. The third group will act as a judge. Have the first two groups debate with one another, giving each group two opportunities to present their arguments and a rebuttal to the other groups stances. The third group should take notes during this. After the first two groups are done presenting their arguments, the third group should discuss which side they think is correct and declare a winner to the debate.
 2. Students will be instructed to use points that were previously written on the board to argue their position. (This will be done in order to save time.)